DOCUMENT RESUME

ED 065 963 EC 042 831

TITLE	Emotionally Disturbed -- Programs; A Selective Bibliography.
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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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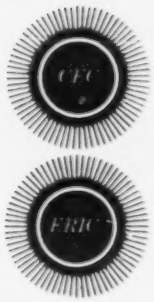
DESCRIPTORS	*Abstracts; *Bibliographies; *Educational Programs; *Emotionally Disturbed; *Exceptional Child Education

ABSTRACT

The selected bibliography of educational programs for the emotionally disturbed contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1955 to 1971. (CB)

ED 065963



EMOTIONALLY DISTURBED—PROGRAMS

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 617

EC 092 831E

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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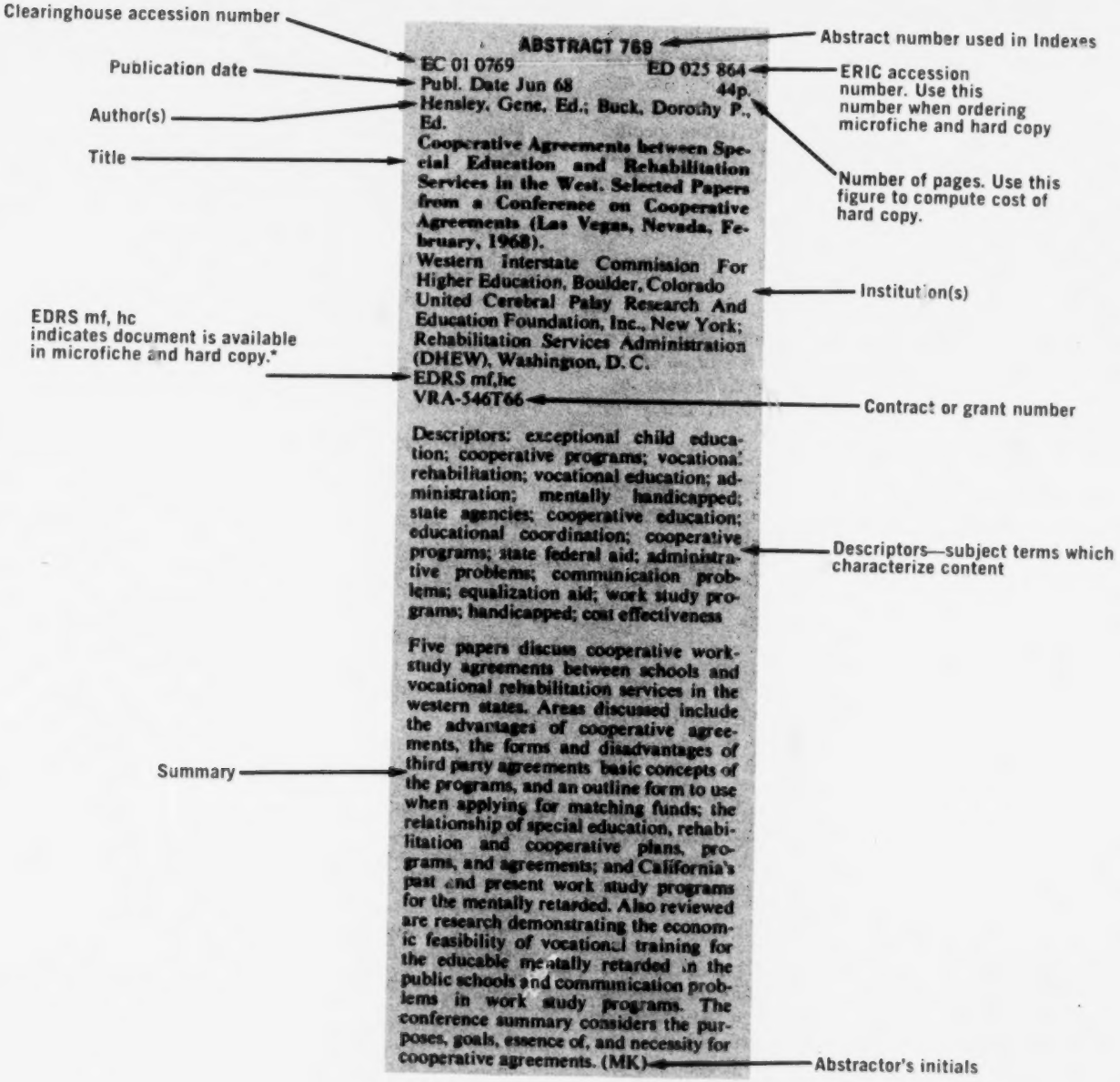
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

Terms Searched

Index terms used to retrieve information on *Emotionally Disturbed—Programs* from the Center's computer file of abstracts are listed alphabetically below:

Autism
Behavior Problems
Emotional Maladjustment
Emotional Problems
Emotionally Disturbed
Emotionally Disturbed Children
Exceptional Child Education
Mental Illness
Schizophrenia

Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Journal of Orthopsychiatry
Exceptional Children
Focus on Exceptional Children
Journal of Learning Disabilities
Journal of Special Education
Journal of Speech and Hearing Disorders
Nursing Outlook
Schizophrenia
Special Education
Teachers College Record
Teaching Exceptional Children

ABSTRACTS

ABSTRACT 10076

EC 01 0076 ED 012 528
Publ. Date 64
Smith, Bert Kruger
No Language but a Cry.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); emotionally disturbed; residential centers; special schools; parent role; children; mental health; special classes; therapeutic environment; parent child relationship; rehabilitation; child development; etiology; program descriptions; prevention; medical treatment; special services; hospital schools; day care programs; League School; Sonia Shankman Orthogenic School; Hawthorne Center

Written for parents, this book is intended to provide understanding of the disturbed child. Symptoms of emotional disturbance as they appear from infancy through adolescence are listed and possible causes noted. Parents are told how to obtain professional help and the kinds of service that are available. Educational and treatment aspects of facilities such as special classes, special schools, day centers, foster homes, residential centers, and hospitals are discussed. Programs of three treatment centers, the League School, the Sonia Shankman Orthogenic School, and the Hawthorne Center are described. Recommendations for prevention and treatment are made. This document is available from Beacon Press, Boston, Massachusetts, for $5.00. (MY)

ABSTRACT 10212

EC 01 0212 ED 018 897
Publ. Date 67 37p.
Project Re-Ed, a Demonstration Project for the Reeducation of Emotionally Disturbed Children.
Tennessee State Dept. of Health
North Carolina State Dept. Mental Health, Raleigh
George Peabody Coll. for Teachers, Nashville, Tenn.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; elementary education; children; residential schools; residential programs; educational programs; demonstration projects; demonstration programs; experimental programs; therapeutic environment; program evaluation; camping; personnel; teacher characteristics; teacher selection; teacher role; teachers; admission criteria; referral; teacher education; program descriptions

The Project for the Reeducation of Emotionally Disturbed Children (Project Re-Ed), a demonstration project (1961-68) to develop and evaluate the effectiveness of residential schools (Sunday through Friday) for disturbed children, is described. The professional training at George Peabody College, Tennessee, and use of carefully selected teacher-counselors in the two project schools (Cumberland House Elementary School, Tennessee, and Wright School, North Carolina) which serve 40 children aged 6 to 12 are discussed. Aspects of the formal school program based on individual needs and the camping program are presented, and work with the child's family and school is described. Included is information about admission criteria, length of stay, referral procedures, facilities, costs and financing, needs for additional services, and project evaluation. Photographs of school activities and seven brief case histories are also included. (MY)

ABSTRACT 10270

EC 01 0270 ED 018 908
Publ. Date 67
Ganter, Grace and Others
Retrieval from Limbo, the Intermediary Group Treatment of Inaccessible Children.
Child Welfare League of America, Inc., New York, New York
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; behavior; psychotherapy; play therapy; children; emotional maladjustment; program evaluation; program descriptions; psychoeducational clinics; clinics; behavior change; behavior problems; group therapy; special services; elementary school students; parent participation; self control; self expression; self concept; parent counseling

A clinic program was designed to provide emotionally disturbed children intermediary group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight groups by dual therapists twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational unity through planned activities and intervention, (2) to develop the child's capacity for self observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract, group therapy, parent casework, and family contact. Of the 47 subjects, 39 completed the program and 31 continued in individual therapy. Of the children who entered individual therapy, 28 were regarded by their therapists as high on accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior (only two of 11 previously excluded remained not in attendance, and nine of nine once partially excluded were back in fulltime classes). Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. Finally, the Draw-A-Group Test showed a change in the children's group perceptions (the children included more and excluded fewer group members, significant at the .007 and .003 levels of confidence respectively). After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the changes to the treatment, but the chief expectation without intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010, and is available for $3.25. (DF)

ABSTRACT 10372

EC 01 0372 ED 014 180
Publ. Date 65 116p.
Crawford, Hugh A.; Van Duyne, William V.
Final Report of Day-Care Rehabilitation Center for Emotionally Disturbed Adolescents.
Butler Hospital, Providence, Rhode Island
Rhode Island Div. of Vocational Rehabilitation, Providence
OVR-RD-550-60
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; rehabilitation therapy; adolescents; day care programs; demonstration projects; inservice education; mental health programs; referral; rehabilitation programs; state programs; therapeutic environment; program descriptions; administration; group therapy; personnel; admission criteria; adults; case records; cooperative programs; Butler Hospital; Providence

In this 5-year demonstration project, emotionally disturbed adults and adolescents received treatment at a day care rehabilitation center sponsored by the Rhode Island Division of Vocational Rehabilitation (DVR) located in a private psychiatric hospital (Butler Hospital). The major treatment goals were preservation and restoration of interpersonal relationships in an environment of little structure, free choice, many activities, comfort, and security where individual and group therapy were available. Patient selection, admission criteria, and referral procedures are discussed. Day-care staff descriptions include the hospital superintendent, director, assistant director, home economist, paint shop supervisor, bookbinder, woodworking instructor, school teacher, homeworker,

social worker, psychologist DVR coordinator, and counselors. The inservice training program for rehabilitation counselors is described. The philosophy of day care, the evolution of its theoretical framework, and the attitudes of the staff toward the program at this center are discussed. A typical day of a patient and brief case studies of 20 patients are presented. (JK)

ABSTRACT 10428

EC 01 0428 ED 015 611
Publ. Date 67
Coffey, Herbert S.:
Group Treatment of Autistic Children. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxen Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

ABSTRACT 10540

EC 01 0540 ED 023 235
Publ. Date 67 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children, Proceedings of the Third Annual Conference on the Education of Emotionally Disturbed Children.
Syracuse University, New York, Division of Special Education and Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; learning; teaching methods; behavior; hyperactivity; teaching machines; programed instruction; reading difficulty; identification; mathematics; educational research; educational needs; curriculum; clinical diagnosis; interaction process analysis; conference reports; Syracuse Scholastic Rehabilitation Program

The teaching-learning process for emotionally disturbed children is explored by nine conference participants at Syracuse University. The interaction analysis system developed by Flanders and its adaptability to classroom situations faced by teachers of disturbed children are discussed; and comments on the applicability of this system are included. General research strategies for the teacher are described, and the research activity of the Syracuse Scholastic Rehabilitation Program in the Syracuse Public Schools is examined. A theoretical conception of hyperactivity and a curriculum for hyperactive children is presented; two papers provide comments. Diagnostic and programing problems of educators discussed include programing for disturbed children without a clear idea of who they are and a framework for discovering children's learning patterns in mathematics. (LE)

ABSTRACT 10623

EC 01 0623 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 10672

EC 01 0672 ED N.A.
Publ. Date 66 333p.
Wing, J. K., Ed.
Early Childhood Autism: Clinical, Educational and Social Aspects.
EDRS not available
Pergamon Press, Inc., 122 East 55th Street, New York, New York 10022 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; identification; psychotherapy; speech therapy; autism; clinical diagnosis; medical evaluation; behavior patterns; psychological patterns; cognitive development; speech; special services; psychological processes; psychotic children; case studies (education); psychopathology; educational programs

Early childhood autism is defined and discussed and the following clinical aspects of autism are treated: behavioral and cognitive characteristics, medical treatment, and prognosis. Speech in psychotic children, educational programs and problems, teaching, and psychological assessment and research are discussed in the sections on education and psychology. Social and administrative aspects presented include services for autistic children in Middlesex, counseling and the principles of management, and prescription of services. Photographs of autistic children and case histories are included. A reference list contains 261 items. (LE)

ABSTRACT 10676

EC 01 0676 ED N.A.
Publ. Date 68 287p.
Rubin, Eli Z. and Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; be-

havior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming (p equals .05); and impulse control, intensity of overt anger, popularity, and quarrelsomeness (p equals .01). The experimental group showed significant improvement in attitude toward school (p equals .05) and in perception of stress at school (p equals .05). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programing is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 10742

EC 01 0742 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment (to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 10891

EC 01 0891 ED N.A.
Publ. Date 66 128p.
Knoblock, Peter, Ed.
Intervention Approaches in Educating Emotionally Disturbed Children. Proceedings of The Annual Conference on the Education of Emotionally Disturbed Children (2nd, Syracuse, New York, 1965).
Syracuse University, New York, Division of Special Education and Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($2.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; behavior change; autism; schizophrenia; psychotic children; teacher role; behavior problems; cooperative planning; school services; psychoeducational processes; reinforcement; milieu therapy; therapeutic environment; seminars; consultation programs; mental health programs; educational programs

Six conference papers consider what teachers and professionals can do with emotionally disturbed children. Carl Fenichel discusses psychoeducational approaches for seriously disturbed children in the classroom; Matthew J. Trippe describes past and future educational dimensions of emotional disturbance; and Richard J. Whelan interprets the relevance of behavior modification procedures for teachers of emotionally disturbed children. Also included are papers by Fritz Redl on the milieu approach to designing a therapeutic classroom environment for disturbed children; by Arthur A. Seagull and John L. Johnson on mental health consultation for teachers of the emotionally disturbed; and William C. Morse on programing for the disturbed child in public schools. (JD)

ABSTRACT 10906

EC 01 0906 ED 026 749
Publ. Date 67 484p.
Bettelheim, Bruno
The Empty Fortress; Infantile Autism and the Birth of the Self.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($9.95).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; autism; child development; adjustment (to environment); early childhood; mother attitudes; learning theories; parent child relationship; personality development; fear; fantasy; personality theories; behavior patterns; psychopathology; insecurity; withdrawal tendencies (psychology); psychological needs; Orthogenic School; University of Chicago

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic anlage, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included. (DF)

ABSTRACT 11153

EC 01 1153 ED N.A.
Publ. Date Jul 66 168p.
Naumburg, Margaret
Dynamically Oriented Art Therapy: Its Principles and Practices.
EDRS not available
Grune and Stratton, 381 Park Avenue South, New York, New York 10016 ($17.50).

Descriptors: exceptional child education; emotionally disturbed; art; psychotherapy; personality; art expression; freehand drawing; emotional problems; psychiatry; mental illness; psychiatric services; alcoholism; physical health; emotional maladjustment; individual psychology; personality theories; case studies (education)

The procedure of art therapy is described and differentiated from occupational therapy and from other psychotherapeutic approaches. The author, a pioneer in the area of dynamically oriented art therapy, believes that every patient, whether child or adult, whether trained or untrained in art has a latent capacity to project his inner conflicts into visual form. Patient art frequently has diagnostic, as well as therapeutic, value. The use of symbols in art therapy, and of symbolic techniques in psychotherapy, are discussed. The history and development of art therapy is reviewed. Three case histories of emotionally disturbed women illustrate the use of art therapy in the treatment of ulcers, alcoholism, and severe depression. Numerous pictures by

these patients are included. Art therapy, originally used only in the treatment of individual patients, is now being used as a supplementary technique in psychiatric group therapy. (JA)

ABSTRACT 11191

EC 01 1191 ED 027 680
Publ. Date Sep 68 80p.
Miller, Rozelle J. and Others
Educational Programming in Simulated Environments for Seriously Emotionally Handicapped Junior High School Students. Final Report.
Maryland State Department of Education, Baltimore
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-070985-1794
BR-7-0985

Descriptors: exceptional child research; emotionally disturbed; teaching methods; junior high school students; simulated environment; regular class placement; behavior change; academic achievement; sex differences; behavior problems; resource teachers; simulation; group activities; social studies; interpersonal competence; staff role; role playing; teacher education; teacher role; behavior rating scales

A continuation of a 3-year elementary school study investigated the effectiveness of the various schedules of a simulated environments technique on emotionally handicapped junior high school adolescents. The 58 subjects, whose original evaluation had shown no evidence of neurophysiological dysfunction or subnormal intelligence, were randomly assigned to four schedules in regular classrooms for experimental and conventional treatment. The simulated environments technique consisted of teaching strategies and procedures which revolved around role playing and was implemented in the unit framework of the social studies. Significant differences were found in behavior improvement and in interpersonal relationships, personal effectiveness in a social situation, and problem solving favoring the long-term treatment (p less than .001). No signficant differences were found in academic achievement. Subjects with behavior patterns such as hyperactivity, perseveration, and a slower rate of learning needed a longer period of placement in a special class or resource room. Conclusions were that a differential program design might provide a better learning situation for emotionally handicapped students who exhibit characteristics of the minimally brain damaged, and that a continuum of services such as special classes, resource rooms, and special placement in the regular class should be provided. (Author/RP)

ABSTRACT 11256

EC 01 1256 ED 026 800
Publ. Date Jun 67 100p.
Kenney, Helen J. and Others
Improving the Education of Emotionally Disturbed Adolescents through Educational Programming in Terms of Curriculum and Methods. Final Report.
McLean Hospital, Belmont, Massachusetts
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-6-062315-1586
BR-6-2315

Descriptors: exceptional child research; emotionally disturbed; cognitive processes; curriculum; teaching methods; adolescents; testing; creativity; student evaluation; learning characteristics; unit plan; English; history; instructional materials; perception; visual perception; pictorial stimuli; case records; abstraction levels; audiovisual instruction; language ability

A project to design and evaluate instructional techniques to be used with emotionally disturbed adolescents compared two groups of emotionally disturbed adolescents with normal high school students. Objectives were to evaluate experimental curriculum units and to obtain data to determine to what extent learning difficulties characterize emotionally disturbed adolescents in particular or what extent they are characteristic of adolescent learning problems in general. One cognitive style dimension investigated was reflection-impulsivity, or a student's disposition to reflect in a problem situation as opposed to an impulsive unconsidered response. The emotionally disturbed students showed a higher degree of impulsivity on one of the two standardized measures used compared to a group of normal controls (p equals .05). On tests of creativity there were no statistically significant differences between the two groups. Disturbed students showed a greater relationship between creativity and reflection on verbal measures and between creativity and impulsivity on visual measures. Language problems were found to be semantic, not syntactical. Various curriculum units combining visual and verbal materials, and specific intellectual skills training were helpful in improving cognitive functioning. (Author/RP)

ABSTRACT 11273

EC 01 1273 ED N.A.
Publ. Date 65 329p.
Despert, J. Louise
The Emotionally Disturbed Child--Then and Now.
EDRS not available
Robert Brunner, Inc., 80 East 11th Street, New York, New York 10003 ($6.00).

Descriptors: exceptional child education; emotionally disturbed; child development; family (sociological unit); case studies (education); autism; emotional maladjustment; family relationship; parent role; social values; speech; language development; self concept; self actualization; historical reviews; psychiatry; attitudes

A historical review of attitudes toward children reveals emotional disturbances in biblical to recent times, concept of the emotionally healthy (normal) child is considered; aspects of speech, language, and ego development are traced from birth to age 18. The emotionally disturbed child is discussed, and autistic characteristics and other emotional disturbances are described for the following ages: 1 year to 3 years, 3 to 6, 6 to 12, and 12 to 18 years. A survey of family relationships, parent roles, and values currently held by society is presented. Case studies appear throughout the book, and 11 pages of notes and references are appended. (DP)

ABSTRACT 11288

EC 01 1288 ED 022 306
Publ. Date 66 511p.
Redl, Fritz
When We Deal with Children; Selected Writings.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; leadership; discipline; sex education; group therapy; adolescents; children

Espousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the current status of the children's field both clinically and educationally; a challenge to concepts and theories relating to the life-space interview, milieu therapy, improvement expectations, ego disturbances and support, and psychoanalysis and education; and a review of group therapy, including group emotion, leadership, contagion, shock effect, resistance to therapy, gang formation, group composition, discipline in classroom practice, and psychoanalysis and group therapy. Also included are advice to staff on relationship to children in observation of a group, interference versus noninterference in different situations, punishment, and handling of sex incidents and anger; and general comments on preadolescent, defiant, hyperaggressive, delinquent, and disadvantaged youth, as well as on camp life and sex education. Examples and recommendations are interspersed throughout the book and a list is provided of the author's publications from 1931 to 1965. (MK)

ABSTRACT 11355

EC 01 1355 ED N.A.
Publ. Date 65 76p.
Weston, P. T. B., Ed.
Some Approaches to Teaching Autistic Children; A Collection of Papers.
National Society for Autistic Children, Mill Hill, London
EDRS not available
Pergamon Press Ltd., Headington Hill Hall, Oxford,

Descriptors: exceptional child education; autism; emotionally disturbed; case stud-

ies (education); special schools; teaching methods; staff role; day care services; individual characteristics; identification; parent participation; educational programs; perceptually handicapped; aphasia; language handicapped; etiology; Great Britain

Helene Arnstein presents an approach to the severely disturbed child. Margaret Lovatt describes autistic children in a day nursery; and P. Mittler relates work done at Smith Hospital Henley-on-Thames, on the education of psychotic children. Also provided are papers on the following: an education program for psychotic children, by G.D. Clark; a preliminary evaluation of nonlearning children, by A. Singer and R.H. Nichols; aphasic children in a school for the deaf, by a head teacher of a school for deaf preschoolers; a school for autistic children, by Sybil Elgar; and medical aspects of the education of psychotic (autistic) children, by Michael Rutter. (JD)

ABSTRACT 11383

EC 01 1383 ED N.A.
Publ. Date 64 186p.
Axline, Virginia M.
Dibs: In Search of Self; Personality Development in Play Therapy.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($3.75).

Descriptors: exceptional child services; psychotherapy; case studies (education); emotionally disturbed; parent child relationship; parent attitudes; play therapy; individual characteristics; individual development; personal growth

This case history reports the psychological development of Dibs, a 5-year-old boy, over a 4-month period involving 17 weekly 1-hour sessions of play therapy. The child's progress from an emotionally disturbed state is detailed; his continued well being and giftedness after therapy is outlined; and his previously untestable IQ is given as 168. Also, improvement of his parents' mental hygiene upon his effective treatment is described. Essentially verbatim reports are given of the dialogues between Dibs or his mother and his therapist. (LE)

ABSTRACT 11675

EC 01 1675 ED 030 231
Publ. Date 69 288p.
Leedy, Jack J., Ed.
Poetry Therapy; The Use of Poetry in the Treatment of Emotional Disorders.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; poetry; bibliotherapy; biblical literature; language rhythm; emotional maladjustment; adolescents; schizophrenia; mental health clinics; group therapy; mental illness; institutionalized (persons); self help programs

Twenty-two papers by different authors consider poetry therapy as treatment for persons with emotional disorders. Its use with the following is described: a psychotic patient, hospitalized schizophrenics, psychoneurotics in a mental health center, and disturbed adolescents. Also discussed are poetry as therapy and as a therapeutic art, principles of poetry therapy, the validation of poetry as a group therapy technique, and poetry as communication in psychotherapy. The use of poetry in individual psychotherapy and in a private mental hospital is described, as is poetry therapy in a self help group, in a specialized school for the disturbed, and in a counseling center. Further topics include poetry as a way to fuller awareness, metamessages and self discovery, the Psalms as psychological and allegorical poems, the universal language of rhythm, the patient's sense of the poem, and a curriculum proposal for training poetry therapists. A tribute to Eli Greifer, a pioneer in therapeutic poetry, is included, as is an appendix listing poems suitable for use in poetry therapy. (LE)

ABSTRACT 11692

EC 01 1692 ED 030 247
Publ. Date 15 Sep 68 482p.
Ferster, C. B.
Treatment and Education of Autistic Children; Combined Application of Clinical and Laboratory Methods. Final Report.
Institute for Behavioral Research, Silver Spring, Maryland
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024
BR-5-0402

Descriptors: exceptional child research; autism; emotionally disturbed; operant conditioning; residential schools; reinforcement; behavior change; student evaluation; training techniques; therapeutic environment; case studies (education); early childhood; teaching methods; environmental influences; clinical diagnosis; staff improvement; programed instruction; professional education; inservice education

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child's behavior are considered; and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program. (JD)

ABSTRACT 11718

EC 01 1718 ED N.A.
Publ. Date Nov 67 11p.
Ruttenburg, Bertram A.; Wolf, Enid G.
Evaluating the Communication of the Autistic Child.
EDRS not available
Journal of Speech and Hearing Disorders; V32 N4 P314-24 Nov 1967

Descriptors: exceptional child services; emotionally disturbed; evaluation methods; tests; autism; communication (thought transfer); withdrawal tendencies (psychology); communication problems; speech; language handicapped; measurement instruments; language development; behavior rating scales; individual characteristics

Specific methods used for studying the areas of language and communication of the autistic child are presented. Autistic children are defined and described as are methods for evaluating communication. One of these methods, behavior-rating instrument for evaluating autistic children (BRIAC), is discussed, and various descriptive units from the BRIAC which the authors have found useful are presented. Discussed are: the nature and degree of relationship to an adult as a person using ten levels of actions, and communication, vocalization and expressive speech development in autistic children by levels of development. A discussion of the clinical findings is included. The characteristic profiles depicted by the scales and the inventory about speech and language apparently have differential diagnostic and prognostic importance which is reviewed. (GD)

ABSTRACT 11981

EC 01 1981 ED 031 014
Publ. Date Jun 68 123p.
Mussman, M. C.
Prevention and Reduction of Emotional Disorder in Pupils; A Theory and Its Immediate Application to Practices in the Columbus, Ohio Public Schools.
Columbus Public Schools, Ohio, Division of Special Services
Ohio Department of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; program planning; prevention; educational needs; community responsibility; school responsibility; self concept; behavior problems; personality; emotional adjustment; positive reinforcement; remedial instruction; student placement; staff role; special services; identification; individual characteristics; negative reinforcement; parent school relationship; Columbus; Ohio

Intended to provide administrators with information valuable in planning school involvement with emotionally disturbed, the text present suggestions to a variety of questions on this subject. Questions on the nature and importance of the problem focus on emotional disorder, its relationship to behavior and achievement, and incidence, while questions on theoretical orientations concern the value of theories, adaptation and coping, and

learning processes. Aspects of prevention and reduction considered are the worth of success experiences, the effects of high anxiety punishment, and proper placement and remedial teaching. Descriptions of critical issues include the influence and number of school personnel, the school role in prevention, teacher training, educational programing, parent change, special classes and services, school and community responsibility, program evaluation, and remission. Recommendations are made for program development. Appendixes include a description of project activities, a letter of confirmation, reports of field investigations, and advisory committee comments. (RJ)

ABSTRACT 11988

EC 01 1988 ED 031 020
Publ. Date 69 490p.
Harshman, Hardwick W., Ed.
Educating the Emotionally Disturbed; A Book of Readings.
EDRS not available
Thomas Y Crowell Company, 201 Park Avenue South, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; emotionally disturbed; educational programs; teaching methods; teacher education; individual characteristics; instructional materials; student school relationship; special classes; special schools; residential schools; teacher qualifications; curriculum; identification; therapeutic environment; psychiatric hospitals; resource teachers; parent participation; community programs; case studies (education)

Selected readings treat education of the emotionally disturbed. Aspects considered include the problems the emotionally disturbed pose for the school (10 articles) and approaches to their education, including theory, day classes in regular schools, special schools, and residential centers (three, eight, five, and six articles respectively). Discussing classroom problems are two papers on curriculum and seven on techniques; eight papers describe preparing to teach the emotionally disturbed child. (JD)

ABSTRACT 11989

EC 01 1989 ED 031 021
Publ. Date May 69 263p.
Chess, Stella
An Introduction to Child Psychiatry.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($6.75)

Descriptors: exceptional child services; psychotherapy; emotionally disturbed; behavior problems; clinical diagnosis; adolescents; learning disabilities; environmental influences; genetics; psychological evaluation; taxonomy; mentally handicapped; minimally brain injured; neurotic children; psychotic children; drug therapy; residential care; physically handicapped; stress variables; special health problems

The role of child psychiatry is discussed, and the child is described as a developing organism. Genetic factors in behavior are considered as are the presenting problems. Methods treated involve taking the history, conducting the diagnostic interview, using special diagnostic procedures, and applying diagnostic classification. Problem areas dealt with include the following: mental retardation; behavioral disorders due to cerebral dysfunction; behavior and character disorders, neuroses, and associated symptoms; childhood schizophrenia and psychosis; specific learning disabilities; problems arising from special stress situations; and adolescent behavior problems. Also reviewed are treatment approaches, including psychotherapy and related treatments, drug therapy, and inpatient and outpatient treatment. (JD)

ABSTRACT 11994

EC 01 1994 ED 031 026
Publ. Date Dec 67 97p.
Hewett, Frank M. and Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.
California University, Los Angeles, Graduate School Of Education;
Santa Monica Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-7-062893-0377
BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ABSTRACT 11995

EC 01 1995 ED 031 027
Publ. Date 69 261p.
Bower, Eli M.
Early Identification of Emotionally Handicapped Children in School, Second Edition. A Monograph in American Lectures in Psychology.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child research; emotionally disturbed; identification; age differences; screening tests; prevention; research reviews (publications); teacher role; attendance; socioeconomic status; academic achievement; intelligence differences; self concept; sociometric techniques; student evaluation; followup studies; behavior rating scales; test interpretation; peer acceptance

Directed to teachers and other school personnel, the text presents screening procedures to aid in the early identification of the emotionally handicapped. The nature of preventive mental health, emotional handicap, and problems in early identification are considered; also considered are the direction and trends of past research. A study in early identification is then described in terms of its objectives and methods, its results and their implications for screening, and additional results and followup studies. The investigator's reactions to the study are related, ways in which the teachers can use the results in screening are detailed, and some positive and preventive outcomes are explained. A reference list cites 154 items; an appendix, which constitutes more than half of the volume, provides materials which are either excerpts from a manual and a technical report for school administrators and teachers or parts of an inschool screening kit. (JD)

ABSTRACT 20292

EC 02 0292 ED N.A.
Publ. Date 66 295p.
Berlin, I. N., Ed.; Szurek, S. A., Ed.
Learning and Its Disorders; The Langley Porter Child Psychiatry Series: Clinical Approaches to Problems of Childhood, Volume I.
EDRS not available
Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: exceptional child education; special classes; emotionally disturbed; early childhood; creativity; teacher role; parent child relationship; teacher education; mental health; psychiatric services; teaching methods; sexuality; delinquency; delinquent rehabilitation; case studies (education); program evaluation; psychotherapy; interdisciplinary approach; professional personnel; staff role

Intended for professional persons dealing with emotionally disturbed children who

have clinical problems, a series of papers are presented concerning the following: learning and the distortion of learning in early childhood; the role of the teacher and his problems; the role of psychiatry in the community and in the schools; antisocial behavior as failure and distortion of the learning process; and therapeutic efforts in learning disturbances. Also included is a discussion of the use of learning theory as a therapeutic tool in a school anti-delinquency project. (EB)

ABSTRACT 20499

EC 02 0499 ED N.A.
Publ. Date 69 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children.
Syracuse University, New York, Division of Special Education and Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; hyperactivity; student teacher relationship; teaching methods; student evaluation; classroom research; educational diagnosis; mathematics

The following articles on the emotionally disturbed are presented: an approach to the study of teaching by Edmund Amidon; comments on an approach to the study of teaching by David Hunt; approaches to evaluation by Maynard Reynolds; a research program in a public school setting by Rhoda Fisher; the needs and curriculum for hyperactive children by William Cruickshank; and comments on hyperactive children by Gayle Beck. Additional comments on hyperactive children are presented by Sheldon Cohen, while additional topics consider functional diagnostic dimensions and their application in the education of disturbed children by Ralph Rabinovitch, and diagnosis and treatment in mathematics--its progress, problems and potential role in educating emotionally disturbed children and youth by John Wilson. (LL)

ABSTRACT 20817

EC 02 0817 ED 032 680
Publ. Date 69 167p.
Bowley, Agatha H.; Gardner, Leslie
The Young Handicapped Child: Educational Guidance for the Young Cerebral Palsied, Deaf, Blind, and Autistic Child.
EDRS not available
E. & S. Livingstone Ltd., London, England.

Descriptors: exceptional child education; cerebral palsy; aurally handicapped; visually handicapped; autism; emotionally disturbed; neurologically handicapped; blind; partially sighted; teaching methods; identification; etiology; incidence; reinforcement; residential care; clinical diagnosis; family problems; adjustment (to environment); educational needs; language development

The different classes of handicaps, the size of the problem, the causes, and the principles and methods of psychological and educational care concerning children with partial and total blindness, cerebral palsy, deafness, or autism are discussed. Concepts treated include incidence, etiology, diagnosis, learning difficulties, social and emotional development, family attitudes and problems, and teaching methods. Also considered are occupational therapy and day versus residential schools for the cerebral palsied, language development and training of the hearing impaired, residential care for the blind, and operant conditioning with the autistic. Lists of organizations, literature, and references are provided. (RJ)

ABSTRACT 20839

EC 02 0839 ED 032 707
Publ. Date Nov 69 63p.
Lederman, Janet
Anger and the Rocking Chair.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($4.95).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; student teacher relationship; case studies (education); self concept; self actualization; parent child relationship; hostility; behavior change; catharsis

A combination of photographs and commentary, the book illustrates the methods of a teacher of disturbed children. Background information is provided for some children; their comments and the responses of the teacher combine to demonstrate student-teacher interaction and to indicate ways of fostering self development. (RJ)

ABSTRACT 20901

EC 02 0901 ED 020 588
Publ. Date 67 300p.
Szurek, S. A., Ed.; Berlin, I. N., Ed.
Training in Therapeutic Work with Children. Clinical Approaches to Problems of Childhood, Volume 2. Langley Porter Child Psychiatry Series. EDRS not available
Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 ($6.75).

Descriptors: exceptional child services; psychotherapy; professional education; emotionally disturbed; antisocial behavior; schizophrenia; psychiatrists; psychiatric services; psychiatry; etiology; mental health; mental illness; psychosis; delinquency; parent child relationship; social work; therapists; professional training; mental retardation; medical treatment; mental health clinics; administration; supervision; child development; personality development; parent participation;

The collection contains lectures and papers by various authors dealing with child psychology. Consideration of child psychiatry includes definition, personality development, factors in children's psychiatric disorders, clinical syndromes, childhood psychoses, and principles of psychotherapy. An overview of a philosophy of psychotherapy in child psychiatry is provided which treats procedures, problems, and experiences with psychopharmacologic drugs and presents a survey of child psychiatry. Also covered is the simultaneous psychotherapy of child and parents (both collaborative and parent therapy), with special attention given to the etiology of antisocial behavior in delinquents and psychopaths and to the elements of psychotherapeutics with the schizophrenic child and his parents. The section on developing a philosophy of training in child psychiatry focuses on outpatient clinics, training programs (including those in mental retardation), the supervisory process, teaching administration, and social work participation. Reference lists follow the individual chapters or selections. (TE)

ABSTRACT 20945

EC 02 0945 ED 033 486
Publ. Date 69 374p.
Axline, Virginia M.
Play Therapy.
EDRS not available
Department CS, Ballantine Books, 101 Fifth Avenue, New York, N. Y. 10003 ($1.25).

Descriptors: exceptional child education; emotionally disturbed; play therapy; psychotherapy; behavior problems; communication (thought transfer); therapists; self concept; case studies (education); group dynamics; family relationship; adjustment problems; permissive environment; maladjustment; individual development; student teacher relationship

An introduction to children with emotional problems is followed by discussions of the non-directive play therapy situation and participants: the playroom and suggested materials, the child, the therapist, and the parent or parent-substitute as an indirect participant. The eight basic principles of non-directive therapy are considered along with problems in establishing rapport, accepting the child completely, establishing a feeling of permissiveness, recognizing and reflecting feelings, maintaining respect for the child, allowing the child to lead the way, not hurrying therapy, and knowing the value of limitations. Implications for education mentioned are practical schoolroom application of non-directive methods and application to parent-teacher relationships and to teacher-administrator relationships. Annotated therapy records from cases of children aged 4 to 12 years are presented. (LE)

ABSTRACT 20963

EC 02 0963 ED 033 503
Publ. Date 26 May 69 273p.
McDougall, Joyce; Lebovici, Serge
Dialogue With Sammy.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($7.50).

Descriptors: exceptional child services;

emotionally disturbed; psychotherapy; case studies (education); parent child relationship; anxiety; hostility; fear; sexuality

A psychoanalytic case study of an emotionally disturbed boy, the book presents verbatim reports of conversations between the child and therapist which took place for the better part of a year. The therapist's interpretations of the dialogue are included. A selection from the analysis of the boy's mother and followup notes on the son are also presented. (RJ)

ABSTRACT 20967

EC 02 0967 ED 033 507
Publ. Date 69 240p.
Trieschman, Albert E. and Others
The Other 23 Hours.
EDRS not available
Aldine Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; residential centers; therapeutic environment; interpersonal relationship; behavior patterns; observation; activities; case records; child care workers; behavior change

Nine papers by Albert E. Trieschman, Larry K. Brendtro, and James K. Whittaker consider management of emotionally disturbed children in residential centers. Topics treated include understanding the nature of a therapeutic milieu, establishing relationship beachheads, understanding the stages of a typical temper tantrum, observing and recording children's behavior, and avoiding some of the roadblocks to therapeutic management. In addition, suggestions are made for program activities and for managing wake-up, mealtime, and bedtime behavior. (JD)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association of Southeast Pennsylvania, Philadelphia; Philadelphia Public Schools, Pennsylvania; Mental Health Association of Southeast Pennsylvania, Philadelphia; Philadelphia Public Schools, Pennsylvania; Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/JG)

ABSTRACT 21297

EC 02 1297 ED 028 814
Publ. Date Apr 68 25p.
Scheopler, Eric; Reichler, Robert J.
Psychological Referents for the Treatment of Autism.
Indiana University, Indianapolis, Medical Center
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-325-EDU-17
Paper Presented at the Indiana University Colloquium On Infantile Autism (Indiana University Medical Center, Indianapolis, Indiana, April, 1968).

Descriptors: exceptional child education; autism; behavior problems; child psychology; child rearing; emotionally disturbed children; interpersonal relationship; mental health; cognitive processes; sensory deprivation; parent education; parent influence; personality problems; preschool children; psychological patterns; psychotherapy; psychotic children; individual characteristics

The following four clusters of symptoms are presented in characterizing preschool children who manifest autism: failure to establish human relatedness and meaningful social attachments; impairment of motivation to become competent; disturbances of perceptual integration; and impairment of the development of cognitive functions. One of the most important impairments of autistic children is stated to be perceptual inconstancy (irregularity in the processing of sensory data by the various receptor systems). The likelihood of physiological and biochemical changes under autistic conditions of sensory deprivation, and perceptual patterns promoted in the child as early as possible are emphasized. Recommendations for a program of treatment for the autistic child including parent participation and parent education, and the goal of reducing distortions in the parent-child relationship are provided. Treatment of the preschool autistic child is also recommended to establish perceptual organization and cortical control over his sensory experiences. The need for further research on the relationship between parental attitudes or child rearing practices and the existence of an autistic child is also included. (WD)

ABSTRACT 21772

EC 02 1772 ED 035 151
Publ. Date 69 249p.
Easson, William M.
The Severely Disturbed Adolescent; Inpatient, Residential, and Hospital Treatment.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($6.50).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; adolescents; neurotic children; drug therapy; staff role; emotional problems; family relationship; emotional adjustment; psychosis; emotional development

The text is an attempt to clarify specific indications for hospital treatment and to highlight the type of adolescent disturbance that might be helped in an inpatient therapeutic environment. Chapters discuss the prescription of residential treatment, the therapeutic facilities of a residential unit for disturbed adolescents, the continued diagnostic process in residential treatment, the principles of residential treatment, and the prescription of psychotherapy for the disturbed adolescent. Also discussed are the use of medication, the neurotic adolescent in the inpatient setting, ego defects and developmental arrest, severe conscience defects, the psychotic adolescent, and the goals and results of residential treatment. (RJ)

ABSTRACT 21864

EC 02 1864 ED N.A.
Publ. Date Feb 70 14p.
Marshall, Nancy R.; Hegrenes, Jack R.
Programmed Communication Therapy for Autistic Mentally Retarded Children.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N1 P70-83 Feb 1970

Descriptors: exceptional child education; mentally handicapped; language development; autism; speech therapy; case studies; imitation; concept formation; therapeutic environment; behavior change

The goals and procedures of a communication therapy program for the autistic retarded are described. Topics discussed include the team procedure, primary therapy goals, and organization of the therapy environment. Case studies of four children are presented which illus-

trate individualized reinfocement techniques. (RJ)

ABSTRACT 21956

EC 02 1956 ED 036 935
Publ. Date 69 28p.
Bower, Eli M. and Others
Project Re-ED: New Concepts for Helping Emotionally Disturbed Children.
George Peabody College for Teachers, Nashville, Tennessee
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; residential schools; inservice teacher education; program evaluation; behavior change; academic achievement; adjustment (to environment); self concept; interpersonal relationship; counseling; counselors; program development; counseling instructional programs; Project Re-ED

To meet the needs of emotionally disturbed children, a residential program was planned to provide re-education for such children and training for the teaching staff. A model school served 40 children, aged 6 through 12, in five groups, each having a team of two teacher counselors and a liaison teacher backed by consultants. Teacher and parent ratings 18 months after discharge indicated moderate or great improvement for 80% of the children; additional ratings also indicated improvement. The project process, experience, cost, and manpower development program were considered as well. (JD)

ABSTRACT 21970

EC 02 1970 ED 036 949
Publ. Date Dec 69 214p.
Schiffer, Mortimer
The Therapeutic Play Group.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($8.75).

Descriptors: exceptional child services; emotionally disturbed; play therapy; group therapy; staff role; therapists; behavior problems; aggression; group dynamics; case studies; group relations; communication (thought transfer); facility requirements; toys; psychotherapy; teamwork; inservice teacher education; teacher seminars; school services

A discussion of group play therapy includes chapters on the school as a setting for treating emotionally disturbed children and focuses on suggestions for group workers. A synopsis of the play group treatment process precedes a description of considerations in organizing groups and methods for working with the children. Recommendations are made for furnishings and equipment in the play room. Also mentioned are problems in diagnosis, symptomatic behavior, individual differences, treating unusual problems, and therapist influences. Clinical programs in schools, analysis of a play group in an elementary school, and a seminar in child psychology for teachers are discussed, and cases are cited throughout. (RJ)

ABSTRACT 21993

EC 02 1993 ED 036 006
Publ. Date 69 329p.
Furman, Robert A., Ed.; Katan, Anny, Ed.
The Therapeutic Nursery School; A Contribution To the Study and Treatment of Emotional Disburbances in Young Children.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003.

Descriptors: exceptional child education; emotionally disturbed; nursery schools; therapeutic environment; parent counseling; administrative policy; educational programs; preschool programs; parent role; parent child relationship; case studies; educational diagnosis; psychosomatic diseases; school role; followup studies

The educational program of the Hanna Perkins School for emotionally disturbed preschool children is described in terms of its physical plant, administrative policies concerning staff, selection of cases, and application procedures, and the general objectives and structure of the overall program. The treatment and techniques of interaction with both the child and the mother are presented, and specific case reports are provided. Psychosomatic disorders are examined in the areas of diagnostic assessment, case evaluations, and individual cases. The role of the nursery school is explored in terms of the following relationships: with those children who are in preparation of or undergoing direct treatment, and in relation to the total child (analytic program). An appendix includes statistical information regarding these subjects. (RD)

ABSTRACT 22348

EC 02 2348 ED N.A.
Publ. Date 70 272p.
Von Hilsheimer, George
How to Live with Your Special Child--A Handbook for Behavior Change.
EDRS not available
Acropolis Books, 2400 17th Street, N. W., Washington, D. C. 20009 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; delinquents; behavior problems; behavior change; medical treatment; communication (thought transfer); tactual perception; perception; psychokinetics; Green Valley Residential School

The handbook presents techniques for behavior change in delinquent, emotionally disturbed, and non achieving adolescents. Written in a straightforward style, the text discusses physical and developmental needs, the importance of psychokinetics (including descriptions of a large number of exercises and contact suggestions), the integration of perception, motor communication, and words, reducing abstraction in language, learning and relearning, self awareness through talking, techniques for controlling symptoms, elimination of fears, and tactics in operant conditioning. Appendixes contain descriptions of the Green Valley institute, diagnostic categories, danger signs, materials sources, lesson plans, reading program descriptions, hints for volunteer workers, a test series, Green Valley medical procedures, and a history of Humanitas. (JM)

ABSTRACT 22539

EC 02 2539 ED 038 809
Publ. Date Nov 69 92p.
Hewett, Frank M. and Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School; Phase Two: Primary and Secondary Level. Final Report.
Santa Monica Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-071298-2799(032)
BR-7-1298

Descriptors: exceptional child research; behavior problems; learning disabilities; behavior change; academically handicapped; reading; regular class placement; special classes; classroom environment; academic achievement; behavior rating scales; reinforcement; learning readiness; classroom organization; class management; Elementary and Secondary Education Act Title III Project; engineered classrooms

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior. (Author/JD)

ABSTRACT 23100

EC 02 3100 ED N.A.
Publ. Date Apr 69 27p.
Beavers, Dorothy J.
The Challenging Frontier: Environmental, Genetic, Biochemical and Neurological Factors in Severe Mental Illness.
EDRS not available
Schizophrenia; V1 N4 P206-32 Apr 1969

Descriptors: mental illness; heredity; genetics; biochemistry; neurology; environmental influences; drug therapy; medical treatment; autism; schizophrenia; emotionally disturbed; research needs

The essay discusses the importance of heredity in mental illness, citing evidence to refute the belief that environment is the causative factor. It is concluded that mental illness is caused by one or several genetically controlled metabolic, enzymatic, neurological, or biochemical defects, which create chemical imbalances or neurological imperfections in the central nervous system and brain. However, it is admitted that a stressful environment can aggravate a mental condition in individuals made susceptible through genetic inheritance (the body does synthesize abnormal kinds and amounts of chemicals under stress, which can build up in the brain and cause mental disorders). Psychotherapy is suggested as an aid only for patients who are still capable of communicating with the analyst. But, especially in severe mental illness, cures by chemotherapy or surgery are foreseen. A shift in research from psychological to biochemical, neurological, and genetic studies is advocated. Until cures for severe mental illness can be found, provision of educational experiences is urged (through educational and behavioral techniques such as operant conditioning). (KW)

ABSTRACT 23248

EC 02 3248 ED 011 121
Publ. Date Nov 66 21p.
Friedman, Simon B.; Soloff, Asher
A Vocational Development Program for Emotionally Disturbed Adolescents.
Jewish Vocational Services and Employment Center, Chicago, Illinois
EDRS mf,hc
VRA-RDO1216-P
Paper Presented at the Association of Rehabilitation Centers Conference (Philadelphia, Nov. 30, 1966).

Descriptors: exceptional child research; vocational education; emotionally disturbed; residential centers; vocational development; staff role; adolescents; counselors; vocational counseling; behavior development; work experience programs; interagency coordination; experimental programs; demonstration programs

A vocational development program provided 4 years of service for emotionally disturbed adolescents who were attending school and living in residential treatment centers. The program consisted of a rehabilitation workshop, concomitant vocational counseling, and group vocational orientation services. In addition, individual programing presented the youngsters with increasingly difficult vocational situations. Close coordination between the vocational services and the therapeutic plan of treatment in the residential centers was emphasized. To test the hypothesis that work-focused vocational programing may be more effective if begun in early adolescence, an experimental group, aged 14 to 15, and a control group, aged 16 to 18, were chosen. Evaluation of the programs is to be made by comparing the two groups on the measures administered during the program and vocational performance of the trainees in the community after completing the programs. Elements which should be incorporated into a vocational rehabilitation program are identified and described. (PS)

ABSTRACT 23321

EC 02 3321 ED N.A.
Publ. Date Jul 70 7p.
Halpern, Werner I.
The Schooling of Autistic Children: Preliminary Findings.
EDRS not available
American Journal of Orthopsychiatry; V40 N4 P665-71 Jul 1970

Descriptors: exceptional child education; emotionally disturbed; language instruction; autism; speech skills; educational methods; elementary education

Without special help, autistic children are unable to pattern experience beyond primitive organizational levels. A model is presented whereby structured language training represents the educational core in teaching small groups of young autistic children. Language acquisition in a clinical classroom facilitated public school entry for a significant number (73%) of previous noncommunicators. (Author)

ABSTRACT 23464

EC 02 3464 ED 041 425
Publ. Date Nov 69 94p.
Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children. Proceedings of the Institute on Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children, November 24-26, 1969.
State University of New York, Albany, State Educational Department
EDRS mf,hc

Descriptors: exceptional child education; neurologically handicapped; emotionally disturbed; teaching methods; learning disabilities; language development; audiovisual aids; educational programs; program planning; student evaluation; clinical diagnosis; conference reports

The proceedings report papers, discussions, and other institute activities. Included are papers by Bonnie Kirkham on the classroom observation, via film, of emotionally disturbed children; Pearl Breslow on the translation of clinical findings into everyday classroom planning; and Gerri Bradley on the role of language therapy in the education of the handicapped. Summaries are given of Carl Fenichel's papers on the evolution of the League School for Seriously Disturbed Children in New York City, the fading lines between emotionally disturbed and neurologically impaired, and teaching disturbed children. Also reported are a question and answer session, demonstrations of the overhead projector and the language master, and evaluation of the institute. Suggested instructional materials and equipment are listed, and a format for teacher reports is appended. (JD)

ABSTRACT 23610

EC 02 3610 ED N.A.
Publ. Date Aug 70 15p.
Hartung, Jurgen R.
A Review of Procedures to Increase Verbal Imitation Skills and Functional Speech in Autistic Children.
EDRS not available
Journal of Speech and Hearing Disorders; V35 N3 P203-17 Aug 1970

Descriptors: exceptional child education; autism; language handicapped; verbal ability; language skills; imitation; conditioned response; speech therapy

The objectives of the paper are to demonstrate the importance of establishing verbal behavior in nonspeaking autistic children, to discuss some of the theoretical foundations underlying verbal conditioning, and to review the procedures and related theoretical implications. A discussion is included of the vital importance of speech for the recovery of the autistic child, the role of imitation in learning functional speech, and the failure of the autistic child to imitate. Stages and trends in conditioning verbal repertoires are described including: the training environment; techniques of limiting disruptive behavior, conditioning attention, and eye contact; the transition from motor to verbal behavior; criteria for selecting readily learned vocal response; and establishing control over vocal responses. Also discussed are the sudden emergence of echolalia, the phenomenon of silent speech, the transition from imitation to naming, and methods of teaching the child to progress from imitation to naming, to answer questions, establish phrases and to condition and generalize appropriate speech. (GD)

ABSTRACT 30045

EC 03 0045 ED 043 169
Publ. Date 69 77p.
Lacey, Phyllis R.
Life with the Mentally Sick Child.
EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 ($4.00 HC, $2.25 PB).

Descriptors: exceptional child education; emotionally disturbed; psychotic children; child care; autism; child rearing; child psychology

Intended as a handbook of guidance and instruction for parents, the book deals with the home and hospital care of psychotic (autistic) children, who are defined as those evidencing psychic withdrawal from reality. Definitions of such a child are presented and symptomatic behavior indicated. Suggestions are made for dealing with symptomatic problems which occur when caring for psychotic children. Discussed are general principles of care of emotionally disturbed children, routine physical care (dressing and undressing, feeding, toilet training, sleeping), and speech, hearing, and communi-

cation problem: peculiar to psychotic children. Differences between normal and emotionally disturbed children, and between severely emotionally disturbed and psychotic children are explained. Stimulation, occupation, and recreation are also discussed. (KW)

ABSTRACT 30168

EC 03 0168 ED N.A.
Publ. Date Oct 70 10p.
Gallagher, Patricia A.
A Synthesis of Classroom Scheduling Techniques for Emotionally Disturbed Children.
EDRS not available
Focus on Exceptional Children; V2 N5 P1-10 Oct 1970

Descriptors: exceptional child education; emotionally disturbed; teaching methods; scheduling; guidelines; flexible scheduling; program length; educational planning; class organization; classroom techniques

Systematic and progressional guidelines for classroom planning for the emotionally disturbed are outlined and described. The following 10 major schedule guidelines are suggested: instruction prepared for groups but directed to individual; individual work areas arranged into group work areas; rigid class periods extended to flexible periods; teacher planned activities involving student participation in planning; teacher supervision occasionally replaced by student supervision; and student's entrance and departure in class membership as phased rather than abrupt. Additional guides stress extrinsic reinforcers as forerunners to natural reinforcers, reinforcers presented on a one to one ratio followed by an intermittent schedule of reinforcement, immediate presentation of reinforcers shifted to long range presentation, and progression of student from full time special class schedule to complete integration into a regular classroom. Individual schedule guidelines are also noted to include daily schedule forms, reinforcement of low probability behavior, anticipation of student needs, short assignments, and established expectations. (RD)

ABSTRACT 30222

EC 03 0222 ED N.A.
Publ. Date Sep 70 5p.
Rutter, Michael
Autism: Educational Issues.
EDRS not available
Special Education; V59 N3 P6-10 Sep 1970

Descriptors: exceptional child education; emotionally disturbed; autism; educational methods

The second part of an article on autism, the paper includes a discussion of the issues of controversy in the educational-treatment of autistic children. General principles are outlined, and comments on the teaching approach and educational techniques indicate the type of schooling needed. Stated aims are: preventing secondary handicaps, finding approaches to circumvent primary handicaps, and finding techniques to aid the development of functions involved in the primary handicaps. Controversial topics reviewed include when to begin education, parents' role, pressure, teacher-child relationship, punishment, structure, skill-orientation, conditioning techniques, teacher training, segregated classes and schools, space needs, day versus residential schooling, and mentally handicapped autistic children. (KW)

ABSTRACT 30304

EC 03 0304 ED N.A.
Publ. Date 57 575p.
Redl, Fritz; Wineman, David
The Aggressive Child.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022 ($7.95).

Descriptors: exceptional child education; emotionally disturbed; aggression; intervention; group therapy; behavior patterns; residential programs; behavior development; psychotherapy; self control; self concept

Included in this volume are the entire texts of the authors' two books, Children Who Hate: The Disorganization and Breakdown of Behavior Controls, and Controls From Within: Techniques for the Treatment of the Aggressive Child. These two books are abstracted individually as EC 03 0303 and EC 03 0302 respectively. (JD)

ABSTRACT 30321

EC 03 0321 ED N.A.
Publ. Date Oct 70 7p.
Weissman, Herbert N.
Implications for the Education of Children with Emotional and Social Disturbances.
EDRS not available
Journal of Learning Disabilities; V3 N10 P502-8 Oct 1970

Descriptors: exceptional child education; emotionally disturbed; socially maladjusted; educational diagnosis; teacher role; curriculum

Discussed are the factors involved in the education of children with emotional and social disturbances. The roles of the school, the program, and particularly the teacher are emphasized. Criteria for identifying such children are suggested. The personality of the child with an emotional disturbance is discussed, as are the implications of differential diagnosis for instruction. (Author)

ABSTRACT 30387

EC 03 0387 ED 043 982
Publ. Date 70 195p.
Stephens, Thomas M.
Directive Teaching of Children with Learning and Behavioral Handicaps.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.95).

Descriptors: exceptional child education; teaching guides; teaching methods; learning disabilities; behavior problems; educational strategies; student records; student evaluation; learning theories; reinforcement; emotionally disturbed; diagnostic teaching; learning difficulties; academic achievement; social development

Designed for teachers and other professional school personnel, the text presents the characteristics of children with learning and behavioral handicaps accompanied with an illustrative case study. The three variables of teaching (instructional media, school environment and student behavior) are described in terms of effective manipulation of such variables. The acquisition and utilization of significant student data are explored in areas of academic skills, perceptual ability, behavior, and potential reinforcement techniques. Learning principles and theories are described, and specific teaching strategies and methods for academic and social instruction are provided. Detailed procedures for evaluation of student performance are presented, followed by a glossary of related terms and phrases. (RD)

ABSTRACT 30562

EC 03 0562 ED N.A.
Publ. Date 62 322p.
Haring, Norris G.; Phillips, E. Lakin
Educating Emotionally Disturbed Children.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; emotionally disturbed; program descriptions; educational methods; special classes; teaching methods; parent role; class organization; hyperactivity

The book concerns hyperactive, emotionally disturbed children and how the schools can help them when adequate diagnostic personnel and an educational program based on a realistic learning theory are employed. Educational practices are reviewed and recent developments in structuring classroom learning outlined. Described is an experiment in educating emotionally disturbed children in a public school system, an experiment out of which grew the educational methods described in the following chapters. These chapters deal with establishment of classes (referral and classroom organization), personnel considerations, methods and materials for special classes, handling specific problem situations, working with parents, and generalizing results to other cases. Appended are protocols from parent group meetings, teachers' observations, and directions. (KW)

ABSTRACT 30597

EC 03 0597 ED 044 839
Publ. Date 69 485p.
Dupont, Henry, Ed.
Educating Emotionally Disturbed Children: Readings.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($7.95).

Descriptors: exceptional child education; emotionally disturbed; educational trends; educational methods; behavior

theories; psychoeducational processes; psychotherapy; behavior change; community resources; agency role; evaluation; research needs; teaching methods

Designed to introduce the classroom teacher to a clinical teaching approach with the emotionally disturbed child and to encourage critical discussion of current practices and theories, the collection of readings presents selected dimensions of emotional disturbance such as personality patterns, learning disabilities, and minimal brain damage. Techniques of psychotherapy and life space interviewing are described in seven papers, while theories of behavior modification are explored in eight writings. Also included are 10 articles treating the general processes of psychoeducational strategies including those relating to teaching and diagnostic methods, curriculum, and teacher characteristics. Ten papers discuss aspects of school and community resources and cooperation with specialized agencies, and five papers explore dimensions of evaluation and research. A list of recommended readings relating to the concepts represented in the text is provided. (RD)

ABSTRACT 30827

EC 03 0827 ED N.A.
Publ. Date Dec 70 14p.
Ross, Donald C.
The Psychobiology of Underachievement.
EDRS not available
Teachers College Record: V72 N2 P225-38 Dec 1970

Descriptors: exceptional child education; emotionally disturbed; emotional development; environmental influences; biological influences; neurologically handicapped; underachievers; psychotic children; psychosis; behavior problems; behavior change; teacher role

Psychiatric disorders in children are conceptualized as products of a child's biologic nature interacting with his environment. The categories of the classification are defined, the etiologies discussed, and the manifestations of each described in terms of observable school behavior. Maladaptive reactions derived from gross environmental stress, from cerebral disorders, or from unconstructure interaction between the child and his emotional environment are some of the categories explored. Psychotic reactions and an absence of emotional maldevelopment are also categories in the author's classification. (CD)

ABSTRACT 30841

EC 03 0841 ED 044 872
Publ. Date 69 75p.
Improving Music Experiences for Emotionally Handicapped Children in Public School Programs. Proceedings of a Special Study Institute (Rochester, New York, October 23-25, 1969).
New York State Education Department, Albany. Division For Handicapped Children
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; music; public schools; conference reports; teaching methods; instructional materials

Included in the proceedings of the study institute on Improving Music Experiences for Emotionally Handicapped Children in Public School Programs are statements of greeting (Charles Matkowski, Harvey Granite), and overview by Donald Hayden, and the keynote address by Mrs. Theresa Goodell. From the second session are included statements from three representatives of the State Education Department, greetings (Herman Goldberg), and presentations on music and movement, by Mrs. Alleen Fraser (including a materials list), and on the program at the Berkshire Farm for Boys, by Harold Miller. Proceedings of the final session include presentations on the role of the music teacher, by Calvin Lauder, and on teacher preparation, by Sona Nocera. Committee reports, evaluations, and a summary are also provided. (KW)

ABSTRACT 30873

EC 03 0873 ED 044 886
Publ. Date 70 521p.
One Million Children.
Commission on Emotional and Learning Disorders in Children, Toronto, Canada
EDRS not available
Commission on Emotional and Learning Disorders, 165 Bloor Street East, Suite 302, Toronto 5, Ontario, Canada ($8.00).

Descriptors: exceptional child services; handicapped children; national surveys; emotionally disturbed; learning disabilities; exceptional child education; educational needs; social services; foreign countries; residential care; welfare services; health services; delinquents; Canada

Presented are the results of a national study of Canadian children with emotional and learning disorders, who number 12% of the Canadian population up to 19 years of age, or no less than 1,000,000 children who need attention, treatment, and care. The category includes children with neurotic or psychotic or behavior disorders, learning disabilities, mental retardation, sensory or physical handicaps likely to cause secondary emotional or learning problems, and cultural or emotional deprivation, and also delinquents. Studied were the needs of such children, the present patterns of care and services (including both education and social services) provided, the problems involved in establishing effective services, new approaches being used in Canada and elsewhere. Recommendations are made for more fully realizing the enunciated objectives. Field visits constituted the main source of data collected by the multi-disciplinary investigating committee. (KW)

ABSTRACT 30934

EC 03 0934 ED N.A.
Publ. Date 69 503p.
Hellmuth, Jerome, Ed.
Educational Therapy. Volume 2.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($15.65).

Descriptors: exceptional child education; educational trends; therapeutic environment; educational therapy; educational psychology; mentally handicapped; emotionally disturbed; special education teachers; teacher education; psychoeducational processes; mental health; team teaching; instructional materials centers; federal aid; Doman Delacato Method; engineered classrooms; Peabody Language Development Kits

Designed for the teacher and the teacher educator, the text (volume two in the series) presents a collection of articles dealing with recent trends and approaches in therapeutic education. The role of the teacher in educational therapy is stressed. A blending of professional approaches (such as mental health and psycho-educational) rather than a fragmentation, and a tendency to involve developmental theory and consider the learning ability potential of the youngster are noted. The growth of Instructional Materials Centers and their importance as visible indicators of expanded Federal interest in educating handicapped children is discussed. (CD)

ABSTRACT 31242

EC 03 1242 ED 046 158
Publ. Date 70 91p.
The Role of Media in the Education of Emotionally Handicapped Children. Proceedings of a Special Study Institute (Riverhead, New York, April 22-24, 1970).
New York Education Department, Albany. Division for Handicapped Children;
Suffolk County Board of Cooperative Educational Services, Patchogue, New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; media technology; computer assisted instruction; televised instruction; instructional media; instructional materials centers; typewriting; closed circuit television; conference reports

Summarized are the proceedings of the Special Study Institute, attended by directors of special education and of educational communications, and by teachers of emotionally handicapped children. Several projects in the fields of special education media were presented and reviewed, illustrating innovative approaches to teaching emotionally handicapped children. Presentations covered computer-based instructional units, use of media by teachers, the talking typewriter, computer-assisted instruction, analysis of student behavior via closed circuit television, and implications of educational television. Also included are the keynote address by Raymond Wyman and a discussion of the Special

Education Instructional Materials Centers (SEIMCs). (KW)

ABSTRACT 31395

EC 03 1395 ED 046 199
Publ. Date 70 65p.
Burkowsky, Mitchell R., Ed.
Parents and Teachers Guide to the Care of Autistic Children.
National Society for Autistic Children Syracuse, New York
EDRS not available
Systems Educators, Inc., Box 84, Durham, New Hampshire 03824 ($5.25).

Descriptors: exceptional child education; autism; parent child relationship; teacher role; emotionally disturbed; psychotic children; interdisciplinary approach

Geared to parents and teachers, the guide deals with autistic children. Characteristics of the typical autistic child are discussed along with common problems faced by their parents. The confusing problems of diagnosis (labeling) are explored. A report of a summer prekindergarten group training program (for 5 to 8 year old children), outlining the thinking processes employed in setting up, is presented. Emphasis from the program is on changes made by the children, the therapists, and the parents. Two case observations of the autistic child in his daily routine in a regular kindergarten and in a day care center are also presented. (CD)

ABSTRACT 31537

EC 03 1537 ED N.A.
Publ. Date Jan 71 4p.
Colbert, Lucy
Debra Finds Herself.
EDRS not available
Nursing Outlook: V19 N1 P50-3 Jan 1971

Descriptors: exceptional child education; emotionally disturbed; play therapy; case studies (education); psychiatry

The article describes the case of a 9-year-old emotionally disturbed girl who showed significant improvement during participation in long term nondirective play therapy conducted by a psychiatric nurse. The role of the therapist and playroom atmosphere are described. Moustakas' four stages of therapeutic process are presented and compared with the progress of the case study child. Limitations and rules set by the therapist are discussed, and the positive effects of the sessions (approximately 50) are delineated. (RD)

ABSTRACT 31600

EC 03 1600 ED 047 458
Publ. Date 70 73p.
Weinberg, Steve, Ed.
Working with the Ecology: The Liaison Teacher-Counselor in the Re-Education School.
Tennessee State Department of Mental Health, Nashville
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; professional personnel; counselor role; education programs; school community relationship; staff role; ancillary services; liaison teacher counselor; reeducation

The liaison teacher counselor role as it functions in a reeducation school program for emotionally disturbed children is defined and described in some detail. The topic is approached from several vantage points: the relation of the liaison activities to the underlying philosophy of reeducation; the liaison functions as they implement the philosophy and ideas of the reeducation program; a case flow analysis of duties in order to establish the time sequence; requirements and characteristics needed to perform the liaison functions; and the application of liaison services to other community settings. (CD)

ABSTRACT 31691

EC 03 1691 ED N.A.
Publ. Date 70 59p.
The Therapeutic Environment.
New York Board of Education, New York, Bureau For the Education of Socially Maladjusted Children
EDRS not available
Board of Education of the City of New York, Bureau For the Education of Socially Maladjusted Children, 65 Court Street, Brooklyn, New York 11201.

Descriptors: exceptional child education; emotionally disturbed; therapeutic environment; teacher role; services; classroom environment; class management; counseling; counselor role; clinics; New York

The text presents in some detail the development of a therapeutic environment for the education of socially maladjusted children. The role of the classroom teacher in the special school to provide support, interest, protection, and acceptance for the child is examined as well as some of the problems faced in the classroom, such as bizarre dress and appearance, contraband in school (weapons, excessive amounts of cash), fighting, lying, obstructing the learning process, profanity, sexual problems, smoking, stealing, truancy, vandalism, and parent child relationships. Supportive services to the program that are taken into account include the role of the guidance counselor, available clinical services, and other agencies. (CD)

ABSTRACT 31711

EC 03 1711 ED N.A.
Publ. Date Mar 71 10p.
Peterson, Robert F. and Others
Training Children to Work Productively in Classroom Groups.
EDRS not available
Exceptional Children: V37 N7 P491-500 Mar 1971

Descriptors: exceptional child education; behavior problems; grouping (instructional purposes); group behavior; average students; teaching methods; reinforcement; study habits

The problem of grouping children in the classroom for the purpose of improving teaching has been traditionally approached by making groups homogeneous on the basis of age, intelligence test scores, achievement tests, or personality measures. Using an alternative approach, involving direct assessment of academic productivity and pretraining to work in groups, two studies are presented. Experiment 1 showed that through the management of reinforcement contingencies a teacher could develop and maintain a high rate of academic productivity in a group of two boys with school adjustment problems. Experiment 2, which applied similar techniques to a larger group, showed that high rates of work behavior could be maintained as the size of the group increased, and suggested that the proximity of the teacher may be related to the amount of study behavior generated. (Author)

ABSTRACT 31906

EC 03 1906 ED N.A.
Publ. Date 66 181p.
Henley, Arthur
Demon in My View.
EDRS not available
Trident Press, 630 Fifth Avenue, New York, New York 10020.

Descriptors: exceptional child education; emotionally disturbed; residential schools; residential programs; biographies; Montanari Residential Treatment Center and Clinical School (Florida)

The text deals with the treatment of emotionally disturbed children at the Montanari Residential Treatment Center and Clinical School (Florida). Described in a narrative by the observing author, the book describes the personality traits of Montanari, his approach noted as unorthodox but successful, and characteristic behavior of the children who reside in the center. Montanari is presented as a man with no formal training who refuses to adhere to set rules, but whose warmth and understanding of children results in dramatic improvements. Case studies and anecdotes are used to relate the narrative. (RD)

ABSTRACT 31972

EC 03 1972 ED 048 700
Publ. Date 70 34p.
Rules and Suggested Guidelines for the Education of Emotionally Disturbed Children.
Michigan State Department of Education, Lansing
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state legislation; teacher qualifications; administration; program descriptions; Michigan

The background and goals of Michigan's program for the emotionally disturbed are discussed prior to a listing of rules and regulations governing the program. Administrative guidelines concern minimum school services, size of school district, definition and certification of emotional disturbance, the educational planning committee and procedures for program planning. Goals, types, and planning for educational programs are described, and the following general procedures are considered: organization, application for program approval, initiation of a program, personnel qualifications, state

aid and how to claim it, transportation, tuition, and boarding care. Also provided are a paragraph on general supervision, a copy of the act authorizing programs for the emotionally disturbed, a copy of the rules and regulations, and requirements for teacher approval. (RJ)

ABSTRACT 32028

EC 03 2028 ED N.A.
Publ. Date 70 386p.
Faas, Larry A., Ed.
The Emotionally Disturbed Child: A Book of Readings.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.50).

Descriptors: exceptional child education; emotionally disturbed; literature reviews; identification; educational therapy; prevention; behavior change; teacher role; student behavior; etiology

The volume brings together 34 articles dealing with the identification, understanding and education of emotionally disturbed school children. General considerations discussed in the first section include a review of man's approach to defining emotional disturbance, the identification of children with emotional problems, and the dynamics of disturbance. A second section focuses upon curricular and facility adaptations involved in a therapeutic program. Included are discussions of several experimental techniques currently being suggested for use with disturbed students. The concluding sections concentrate upon management and discipline, behavior modification, the teacher of the disturbed child, and prevention of emotional disturbance. (CD)

ABSTRACT 32139

EC 03 2139 ED N.A.
Publ. Date 67 279p.
Park, Clara Claiborne
The Siege.
EDRS not available
Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017 ($6.75).

Descriptors: exceptional child education; emotionally disturbed; autism; biographies; family influence; parent child relationship; child rearing

The biography of Elly, a child autistic from infancy, is written by her mother. Beginning with her birth into an intelligent and well-educated family with three previous children, the account covers the first eight years of the child's life. Highlighted are the family's, particularly the mother's, day-to-day attempts to establish communication with Elly, be it physical, visual, or verbal communication. Detailed are the very slow progress and the still-evident limitations in Elly's ability to respond, relate, and above all to comprehend, although by the age of 8 years she is able to participate in a special class consisting of educable mentally retarded students. Thoughtful speculation on and examination, outright or implied, of what parents can accomplish, the various approaches of the psychiatric community, the causes and meaning of autism, and the particular abilities lacking in the autistic child accompany the narrative of daily, personal occurrences and development. (KW)

ABSTRACT 32179

EC 03 2179 ED N.A.
Publ. Date 70 252p.
D'Ambrosio, Richard
No Language But a Cry.
EDRS not available
Doubleday and Company, Inc., 277 Park Avenue, New York, New York 10017.

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; child abuse; case studies; biography; psychotic children

The case history of a 12 year old physically deformed, emotionally disturbed mute girl is recounted in a personal narrative by the psychoanalyst who treated her. The author describes the girl's background of severe abuse at the hands of alcholic mentally ill parents. Investigations into the parents backgrounds and interviews with each help in the understanding of the child's complete withdrawal from the world around her. Working in the institution (for abandoned children) setting in which the girl had spent her last 7 years, the author describes the child's gradual return to the world as a functioning human being. (CD)

ABSTRACT 32322

EC 03 2322 ED N.A.
Publ. Date 55 511p.
Bettelheim, Bruno
Truants from Life.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022 ($8.50).

Descriptors: exceptional child education; emotionally disturbed; residential schools; case studies; therapeutic environment; psychotic children; milieu therapy; Sonja Shankman Orthogenic School of the University of Chicago

The text is the second volume of a planned series of three explaining the work of the Sonja Shankman Orthogenic School of the University of Chicago. The School is a residential treatment institution devoted to the rehabilitation of children with severe emotional disturbances, to research into the causation and treatment of primary behavior disorders of childhood, and to the training of persons who wish to specialize in the education and treatment of disturbed children. Four case histories comprise the volume in order to show how the rehabilitation of severely emotionally disturbed children proceeds at the School, and to illustrate the nature and scope of the work. The question of how the children manage after they have left the School is also examined in the four case histories. (CD)

ADSTRACT 32388

EC 03 2388 ED N.A.
Publ. Date 68 175p.
Clegg, Sir Alec; Megson, Barbara
Children in Distress.
EDRS not available
Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207 ($0.95).

Descriptors: exceptional child education; disadvantaged youth; emotionally disturbed; socially maladjusted; family problems; school role; prevention

The book concerns distressed children in England, who are defined as children who are often wretchedly unhappy because of the strain put on them by their home environment, and who, because of this, may exhibit emotional, behavior, or social maladjustment problems. Such children who need preventive help but who are not recognized or cannot be taken into care by the social services are considered from the point of view of the schools. The first half of the book examines the nature, variety of causes, extent, and consequences of such child distress as seen by the schools, including a look at how much the schools are aware of the problem and how some schools fail to offer compensation and help due to lack of sensitivity to distressed children. The second half of the book discusses attributes of schools which seem to do the most to help and relieve deprived and disturbed children. Topics covered include ways of helping such students in the classroom; guilt, blame, and punishment; how a school can change and fulfill its role of prevention; school welfare and counseling; and school cooperation with other agencies. (KW)

ABSTRACT 32523

EC 03 2523 ED N.A.
Publ. Date 71 150p.
Hundley, Joan Martin
The Small Outsider: The Story of an Autistic Child.
EDRS not available
Lawrence Verry, Inc., River Road, Mystic, Connecticut 06355 ($6.00).

Descriptors: exceptional child education; emotionally disturbed; autism; biographies; family (sociological unit); parent child relationship

The biography of the first six years of an autistic boy's life is related by his mother. The parents' attempts to bring the child out of his world of disorientation, understand his needs, and deal with the child's effects on the day to day family relationships are brought out in the narrative. The author's contact with other parents of autistic children and how they have coped with the problems of raising such children is also included. (CD)

ABSTRACT 32589

EC 03 2589 ED N.A.
Publ. Date 70 6p.
Farley, Gordon K.; Goddard, Lenore
Sex Education for Emotionally Disturbed Children with Learning Disorders.
EDRS not available
Journal of Special Education; V4 N4 P445-50 Fall-Win 1970

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; sex education; teaching methods

The article notes that there is apparently a connection between inhibitions related to learning about the human body and learning inhibitions in general, and between inhibitions related to a child's exploration of his environment and inhibitions related to his exploration of his own body. Many children, it is stated, are placed in special education settings because of the inappropriateness of their sexual behavior. Also, sex and the human body are interesting subjects to children and teaching them in the classroom could lead to a generalization of interest in learning. Teaching materials and methods used by the authors are discussed. In general, a group discussion format was used, eliciting the children's questions, eliciting their fantasies regarding these questions, and correcting these fantasies. Children at different stages of psychosexual development tended to ask different questions. Well-known distortions and misconceptions about the structure and function of the human body emerged, as well as the students' individual concerns and problems. (Author/KW)

ABSTRACT 32692

EC 03 2692 ED 052 556
Publ. Date 71 587p.
Long, Nicholas J., Ed and Others
Conflict in the Classroom: The Education of Children with Problems.
EDRS not available
Wadsworth Publishing Company, Inc., Belmont, California 94002.

Descriptors: exceptional child education; emotionally disturbed; behavior problems; emotional problems; educational methods; clinical diagnosis; educational programs; class management; identification; therapy

The collection of readings deals with teaching and managing both emotionally disturbed children and children who are in a state of emotional distrubance or conflict due to external factors. The readings in the first chapter, selected from fictional and nonfictional literature and other sources, illustrate how it feels to be emotionally disturbed by describing what the disturbed child feels like from within. The chapter is divided into three parts: one pictures basic intrapsychic difficulties, the second shows aspects of society which breed disturbed behavior, and the third concerns drug use. Other chapters contain selections on identification and diagnosis of the disturbed child, kinds of help available (individual psychotherapy, therapies with different media, group therapy), kinds of schools and programs available, teaching strategies (the behavior modification, educational, behavioral science, and social competence models and, particularly, the psychoeducational model), mental hygienic management in the classroom, and evaluation of methods and treatment. Chapters are preceeded by editors' introductions and individual articles are often followed by editorial comments. (KW)

ABSTRACT 32699

EC 03 2699 ED N.A.
Publ. Date 71 6p.
Haughton, Eric
Great Gains from Small Starts.
EDRS not available
Teaching Exceptional Children; V3 N3 P141-6 Spr 1971

Descriptors: exceptional child education; learning disabilities; behavior problems; behavior change; precision teaching; measurement techniques; charts

Summarized is a case in which precision teaching techniques were applied in planning and carrying out multiple projects with a 7-year-old child in a special class, who had disruptive behaviors, difficulties in schoolwork, and short spasms or epileptic-like starts. Behaviors worked on in the precision teaching projects were addition and subtraction facts, leaving gym without permission, and the starts. Behavior charts indicating daily frequency of target behaviors are presented, illustrating the success of the projects to these three behaviors. The values of using Standard Daily Behavior Charts and of having students manage their own projects are pointed out. (KW)

ABSTRACT 32723

EC 03 2723 ED 052 564
Publ. Date 71 255p.
Stone, Thomas E.
Organizing and Operating Special Classes for Emotionally Disturbed Elementary School Children.
EDRS not available
Parker Publishing Company, 1 Village Square, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; emotionally disturbed; special classes; educational programs; elementary school students; program design; program descriptions; administration; curriculum design

Provided for public school systems are educational guidelines for setting up special classes for emotionally disturbed elementary school students. Described is a preventive-developmental program, based on successful experiences in form school districts, which provides for a complete school team approach. Detailed are the steps involved in organizing and implementing such a Transition-Adjustment class program, beginning with a discussion of how to organize a district program and procedures for identifying, screening, and placing the disturbed child. Curriculum content and organization are discussed, as are materials and equipment. Also examined are effective teaching techniques and the characteristics and roles of Transition-Adjustment class teachers and principals. In addition, how to establish a special physical education program and how creative activities in art and other subjects can be important factors in overall growth are explained. Procedures for gradually returning a child to regular classes and points to consider in planning a summer Transition-Adjustment class program are also covered. Appendixes contain sample budgets and forms. (KW)

ABSTRACT 32725

EC 03 2725 ED N.A.
Publ. Date 69 595p.
Guerney, Bernard G., Jr., Ed.
Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($11.00).

Descriptors: exceptional child education; emotionally disturbed; mental health; nonprofessional personnel; parent role; teacher role; psychotherapy; program descriptions

Remedial methods and procedures based on the strategy of using nonprofessionals as therapeutic agents in meeting mental health needs are detailed. Historical developments and factual considerations which underlie the strategy are presented. Emphasis is given throughout the book to programs designed to handle mental health problems of children. The readings cover topical areas dealing with mental health needs and new directions; selection, roles and methods in training nonprofessionals; varieties of programs using nonprofessionals: peers, teachers, and parents as therapeutic agents; and research on the use of nonprofessionals. Selections have been drawn from journals as well as from papers presented at scientific and professional meetings. (CD)

ABSTRACT 32763

EC 03 2763 ED 052 581
Publ. Date 71 127p.
Park, Clara Claiborne, Ed.
Research and Education: Top Priorities for Mentally Ill Children. Proceedings of the Second Annual Meeting and Conference of the National Society for Autistic Children (San Francisco, California, June 24-27, 1970).
National Society for Autistic Children, Syracuse, New York
Health Services and Mental Health Administration (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; autism; parent role; conference reports; research reports; medical treatment; operant conditioning; behavior change; government role

The proceedings of the Second Annual Meeting and Conference of the National Society for Autistic Children begin with

three brief statements regarding the Joint Commission on Mental Health of Children. Following are the keynote address by Edwin W. Martin concerning the rhetoric and reality of the Federal response to the educational needs of handicapped children, and other addresses on the strengths and weaknesses of operant conditioning techniques for the treatment of autism (O. Ivar Lovaas), autism as a deficiency in context-dependent processes (Karl H. Pribram), the autistic child as teacher and learner (Frank M. Hewett), and the Institute for Child Behavior research study of high dosage vitamins as a method of treating severely mentally ill children (Bernard Rimland). Workshop presentations and parent panels included cover such topics as the Edison Responsive Environment (or talking typewriter) used with autistic children; problems of management, training, and education as discussed by parents of autistic children of various ages; federal resources; how to work with state legislatures; a public school program for autistic children; and the Irish Society for Autistic Children. A list of eight recommended films is included. (KW)

ABSTRACT 32859

EC 03 2859 ED 052 401
Publ. Date Apr 71 105p.

Exceptional Children Conference Papers: Diagnostic and Resource Teaching.

Council for Exceptional Children, Arlington, Virginia

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; behavior problems; resource teachers; diagnostic teaching; educational diagnosis; discipline problems; crisis therapy; study habits; conference reports

Nine papers concerning various aspects of diagnostic and resource teaching deal with the impact of crisis-resource teaching in the Falls Church, Virginia public schools, the role and requirements of the diagnostic teacher, the effectiveness of resource rooms for children with specific learning disabilities, basic problems in diagnosis, an overview of school disruption, and the intervention teacher and aide as contemporary educators for resolving and preventing school disruption and violence. Also discussed is a thematic approach to include literary works by black writers into the regular English curriculum to make English material meaningful for high-potential youth, a psychoeducational approach to specifying and measuring the competencies of personnel working with disturbances in schools, and the use of peer attention to increase study behavior. (For other CEC convention papers, see EC 032 854-EC 032 858, EC 032 860-EC 032 861.) (KW)

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